CMAS Grade 5 English Language Arts/Literacy Performance Level Descriptors

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
Exceeded Expectations (5)	Very Complex Moderately Complex Readily Accessible	Mostly Accurate Mostly Accurate Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential
Met Expectations (4)	Very Complex Moderately Complex Readily Accessible	Generally Accurate Generally Accurate Mostly Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential
Approached Expectations (3)	Very Complex Moderately Complex Readily Accessible	Minimally Accurate Generally Accurate Mostly Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential
Partially Met Expectations (2)	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally Accurate Partially Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential

1. Text Complexity

The CMAS complexity framework reflects the importance of text complexity as it relates to the Colorado Academic Standards (CAS), which indicates that students should work and read texts with varying levels of complexity. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, CMAS uses a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex.

CMAS uses two components for determining text complexity for **all** passages:

- Two quantitative text complexity measures (Reading Maturity Metric and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

- Text Analysis Worksheets, one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

2. Range of Accuracy

There are three types of items on the CMAS assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CAS Reading Standards). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, CMAS has developed scoring rubrics that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The CMAS assessment Performance Level Descriptors (PLDs) describe five levels of accuracy at grades 3-8 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding.

Partially accurate – The student is able to accurately state the gist of the text(s) but is unable to state some of the key or supporting details with accuracy. The student is partially able to connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates partial understanding**.**

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students read closely to determine what the text states explicitly and to make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text as referenced throughout the CAS reading standards. Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table**	**See Informational Evidence**	**See Vocabulary Evidence**

Exceeded Expectations Level 5	**Met Expectations Level 4**	**Approached Expectations Level 3**	**Partially Met Expectations Level 2**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to be accurate when quoting or referencing, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing basic understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to be accurate when quoting or referencing, showing limited understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be partially accurate when quoting or referencing, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table**

Exceeded Expectations **Level 5**	**Met Expectations** **Level 4**	**Approached Expectations** **Level 3**	**Partially Met Expectations** **Level 2**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization. The student: ● Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description. ● Develops topic and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion. ● Attends to the norms and conventions of the discipline. ● Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. ● Effectively uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization. The student: ● Develops the topic and/or narrative elements using reasoning, details, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience. ● Demonstrates general coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion. ● Demonstrates general awareness of the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. The student: ● Develops the topic and/or narrative elements minimally by using some reasoning, details, and/or description. ● Develops topic and/or narrative elements in manner that is general in its appropriateness to the task, purpose, and audience. ● Demonstrates some coherence, clarity, and cohesion, omitting the introduction or conclusion. ● Demonstrates some awareness of the norms of the discipline. ● Draws partial evidence from literary or informational texts to support analysis, reflection, and research. ● Includes some descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that often is not controlled. The student: ● Minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal coherence, clarity, and cohesion. ● Demonstrates minimal awareness of the norms of the discipline. ● Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. ● Includes minimal descriptions, sensory details, linking and transitional words, or domain-specific vocabulary, limiting the overall clarity with which ideas are expressed.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** https://www.cde.state.co.us/assessment/gr5read-writees060418

Exceeded Expectations **Level 5**	**Met Expectations Level** **4**	**Approached Expectations** **Level 3**	**Partially Met Expectations** **Level 2**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.